

## ENSTU 365: Critical Environmental Education Pedagogy

Thursdays, 9:00 a.m. to 11:50 a.m., Science Instructional Lab Annex, Room 106, 3 units

### Instructor Office Hours

Dr. Tori Derr, Assistant Professor,  
Environmental Studies, School of Natural  
Science

Office Hours: Thursdays and Fridays, 12-1  
p.m. OR BY APPOINTMENT

Email: [vderr@csumb.edu](mailto:vderr@csumb.edu)

Office: Chapman Science S307, phone:  
831.582.4697



"My Affinity" by Isabelle Gonzales, Moreno Valley,  
California Coastal Commission's Art & Poetry  
Contest winner, 2019

### Course Description

Welcome to ENSTU 365S! This course addresses strategies for supporting equitable formal and informal education opportunities and access to healthy environments for all, regardless of cultural, linguistic, or economic backgrounds. Through an examination of both the means (formal, informal education, community-based learning, and participatory practice) and the locations (schools, after-school programs, parks and public spaces), this course examines approaches to education, enabling policies and frameworks for participation and methodologies that can facilitate learning among diverse students and community members.

Education for sustainability calls for holistic thinking that invites children and youth to play an active role in conceiving a sustainable future. Through their creativity and genuine concern for creating better places to live, young people readily consider issues of sustainability, and yet they are also often excluded from social and physical environments that support connections to and benefits from interactions with nature. From inequitable distribution and quality of parks or unsafe neighborhoods to political processes that negate the value and desires of young people, structural inequities have developed and further social and environmental injustices. In this course, we will explore fundamental questions about the nature and purpose of environmental education, such as:

- What are the connections among social justice, ecological justice and environmental education?

- What are the benefits of access to nature? How are these benefits distributed across diverse ages, ethnicities, and income levels in communities? What do diverse groups of children and youth say about nature access in the context of broader social and cultural experiences?
- What are the historic and current approaches to environmental education? How have these been employed in local, national, and international contexts? How do these approaches deepen inequities in neighborhoods, cities, or between nations? And in contrast, how do these approaches support social change and the promotion of equity and justice?
- How can you use your disciplinary knowledge and skills synergistically with community knowledge and skills to promote increased environmental knowledge and compassion that includes a deep consideration of justice and flourishing in human and non-human individuals and communities?

*What this means for this course:* We will learn about, reflect on, and critically interrogate environmental education as a discipline – What is environmental education’s history? What are the “traditional” methods and approaches to environmental education? Who has it included? Who has it excluded? What have we learned about nature, health, and equity? What methods has the field of environmental education taken recently to broaden its emphasis? Who has led these initiatives? Is promotion of environmental education compatible with promotion of social justice? We will review and develop lessons that promote positive action – from simple exercises such as personal storytelling, games, or interviewing for community knowledge to lessons that deepen and critically examine climate justice.

### Course Catalog Description

Explores strategies for supporting equitable educational opportunities and access to natural environments for all. Through an examination of both the means (formal, informal education, place-based learning, and participatory practice) and the locations (schools, after-school programs, parks, and public spaces), this course examines approaches to education, enabling policies and frameworks for participation, and methodologies that can facilitate learning among diverse students and community members. [Prereq: (GE Areas A1 and A2 and A3 with a C- or better) and (GE Area B2)]

### Learning Outcomes

1. Describe and present the pros and cons of place-based environmental education
2. Articulate current barriers of entry into ideas about the environment and into environmental education
3. Analyze multiple pedagogical and curriculum approaches that seek to overcome barriers to entry into environmental education;
4. Critique and present solutions for existing EE programs using different theoretical stances.

## Course Materials

- Required Text: *Urban Environmental Education Review*, Cornell University Press, 2017.
- Additional readings will be assigned via iLearn

Additional Course Materials (free and available online):

- [Environmental Education in Latino Communities: Sharing Experiences](#)
- [North American Association for Environmental Education \(NAAEE\) Webinar Series](#)
- [NAAEE Community Engaged Guidelines](#)
- [California Blueprint for Environmental Literacy](#)
- [California Education and Environment Initiative](#)
- [Next Generation Science Standards](#)

## Logistics

This class will meet on Thursday mornings from 9:00 a.m. to 11:50 p.m. There will be three required field trips: two to Hall District Elementary School and one to Chartwell School. When arriving at each school, all students must sign in and receive a visitor badge before proceeding to the designated area/classrooms. Transportation and additional logistics will be discussed in class. Departure for Hall District field trips will be at 7:45 from the Chapman parking lot.

All students will be **responsible for obtaining a TB test and must complete a background check for Hall District Elementary School**. If obtained through CSUMB, TB tests cost \$30.

## Course Assignments

**Attendance and Participation:** Attendance and active participation are essential aspects of learning in this course. In order to receive full **attendance**, you must be present for the entire class and *attending to* the material and discussions (without external distractions). If you are 10 minutes or more late, or leave 10 minutes or more early, your attendance will be graded as partial attendance. If you miss more than one hour of class, you will be marked absent for that day. Excused absences require written documentation and are given full credit for the absence when provided.

**Participation** will be graded based on daily preparedness, active participation in discussions and activities. Participation will be assessed at mid-term and at the end of semester. I will use a random name generator to assist with discussion participation for more reserved students.

**Reading Summaries:** Students will generate ten reading summaries that are designed to deepen understanding of theories, approaches, and practices of environmental education. The summaries serve as a means to reflect on readings in preparation for in class lectures and discussion.

**Personal Educational Timeline:** This assignment will integrate your experiences with nature, the environment, and environmental education from your early childhood to the present. You will construct a timeline that reflects on significant influences, whether from a physical, social, cultural, or intellectual context. You will also respond to assigned course readings to construct your timeline.

**Final Reflective Summary:** This summative assignment will ask you to compile reading summaries, personal educational timeline, and in class experiences and discussions into a final reflective essay about what you have learned about environmental education. In this assignment you will craft your own professional viewpoint and approach to environmental education.

**Lesson Plan:** At the end of the semester you will produce an environmental education lesson and reflection that will demonstrate mastery of the disciplinary aspects of this course. You will choose from a designated projects, or an independent, instructor-approved project for which you will design a lesson and determine how you would evaluate the lesson's effectiveness. You will present your project to the class during one of the final weeks of class.

### Course Expectations

- Come to class prepared and ready to actively participate: this includes bringing all required materials as well as completing all readings and assignments **prior to** class
- Support a distraction-free environment. Technology can lead to many distractions and detract from your own learning environment and that of your peers. Therefore, I ask that computers be used only for designated purposes and cell phones be silenced or off during class time. Because this is important in creating a positive learning environment for all, students using technology for non-learning purposes (texting, social media, other assignments, etc.) may be marked absent.
- Navigate the iLearn website to access assignments, resources, and monitor grades. Any updates or changes to the course syllabus will be posted on iLearn.
- Follow course and university policies (as noted in the syllabus)
- Proactively communicate with the instructor about any difficulties or challenges. Life happens, every day and in many ways. Our challenge is to communicate so that we can arrive at the best strategies to help you success in times of challenge.

According to the American Association of Higher Education (AAHE) guidelines, each credit hour roughly translates into 3 hours/week that the average student should spend on the course to get an average grade in the course. This course has been designed in accordance with these guidelines. This is a three-unit course. That means an average student wanting an average grade in this class (which in most semesters is a "B") should spent a total of 9 hours/week on this class broken up, on average, as follows:

- 3 hours/week in class meetings
- ~ 6 hours/week doing the reading and writing assignments

I plan the reading and writing assignments with these guidelines in mind. If you want a higher than average grade, you may need to spend more time. If reading and/or writing is a very slow process for you, you might need to spend more time. You will usually have one reading and writing assignment each week. I invite you to allocate sufficient time to carefully complete the readings and compose thoughtful assignments.

Assignments may be submitted up to two weeks late, with a grade penalty of 3% per day. No assignments will be accepted two weeks past the submission date. Due to grading deadlines, assignments due in the final two weeks of the semester must be submitted on time (no late work for these assignments).

### Course Grading

- |   |     |
|---|-----|
| 1. Attendance and participation             | 10% |
| 2. Personal Education Timeline              | 10% |
| 3. Written Work                             | 50% |
| 30% Weekly Reading Summaries (10 @ 3% each) |     |
| 20% Summative Reflection Paper              |     |
| 4. Summative Project                        | 30% |
| 10% Oral Presentation                       |     |
| 20% Final Lesson and Evaluative Essay       |     |

Grades will be posted as they are assigned throughout the semester and will be based on the following scale:

A	95-100%	C	74-76.99%
A-	90-94.99%	C-	70-73.99%
B+	87-89.99%	D+	67-69.99%
B	84-86.99%	D	64-66.99%
B-	80-83.99%	D-	60-63.99%
C+	77-79.99%	F	59.99% or lower

### Detailed Schedule and Assignments

In order to be as responsive and adaptive to learning outcomes of the course, this schedule is subject to change. Any schedule changes will be made on iLearn and will be announced in class.

Week/ Date	Assignments and Readings (To be completed <u>before</u> the start of class)	In-Class Topics/Work
<b>1</b> 8.29		Introduction to Course/Syllabus Lecture: Children and nature
<b>2</b> 9.5	Groups will be assigned one of 3 readings from <i>Children, Nature, Cities</i> (next column, right) each of which explores nature, ethnicity, and marginalization of youth in U.S. cities. Respond to reading summary prompts.  <b>Reading Summary 1 Due</b> What is the experience of children or youth in the chapter you read? Where do they live and how do they experience “the environment?” What access to	In Class, presentations/discussion of:  “Are we there yet?’ . . .”  “What’s Good in the Hood . . .”  “Unexpected Encounters with Nature in the City . . .”

	nature do they have? How is this facilitated or discussed? What issues do they raise?	Lecture: Diversity & the Environment
<b>3</b> 9.12	Read Chapters 5-7 in the <i>Urban Environmental Education Review</i> (UEER)  <b>Personal Education Timelines Due. Bring print copy to share in class.</b>	Share timelines – look for themes and trends  Lecture: A history and context for diverse EE approaches. What are the goals? What is effective?
<b>4</b> 9.19	Read Chapter 12 (Nonformal Education) and 13 (Community Partnerships) from UEER. Read chapter 5: Nuestra Vida/Significant Life Experiences chapter from Latino EE.  <b>Reading Summary 2 Due</b> How do these approaches support teaching about the natural environment? What kinds of experiences are significant in shaping children’s (or adults’) environmental identities?	Ecological Literacy in In/Nonformal Education  <b>Guest Speaker, 9 a.m.:</b> Samantha Sparks, Parque Katalapi, Chile via Zoom  <b>Guest Speaker, 10 a.m.:</b> Cristy Cassel-Shima, Conservation Outreach Program Manager, City of Watsonville  Lecture: Informal and Nonformal: approaches and lessons
<b>5</b> 9.23, 4 p.m.	Extra Credit: Attend Natural Science Seminar Series: “Knowing is not enough: Shifting environmental education towards participatory action.”	
<b>5</b> 9.26	Read “A Critical Theory of Place Conscious Education,” David Greenwood -and- Read Chapter 10, “Acts of Resistance: Decolonizing Classroom Practice through Place-Based Education” from <i>Education in Times of Crisis</i> .  Watch NAAEE Webinar – link on iLearn  <b>Reading Summary 3 Due</b> What is the theory and practice of decolonizing education?	Decolonization Activity and discussion  Introduce lesson planning: practice and assignments  Anticipating 10.3: Lecture: Arts-based EE. Introduce Ojo de Aqua and videocartas project; Lens on Climate Change
<b>6</b> 10.3	Read Chapter 28 (Urban Digital Storytelling) in UEER; Read Chapter 17 from <i>Education in Times of Crisis</i> (Climate/Film); Read Chapter 7 from EE in Latino Communitas (Teaching English Learners)  <b>Reading Summary 4 Due</b> How can digital media support the promotion of student engagement in learning about and advocating for environmental issues?	Field trip to Carneros Creek for Lesson planning for Hall District field trip.
<b>7</b> 10.10	Read Chapters 14 (School Partnerships) and 26 (Ecological Restoration) from UEER	Field trip to Hall District Elementary School and Carneros Creek

	<p><b>Reading Summary 5 Due</b> How do school partnerships advance understanding of the environment? What are ways ecological restoration has been used to promote social justice as well as ecological justice? What are benefits of the approaches described in these chapters?</p>	
<p><b>8</b> 10.17</p>	<p><i>A Blueprint for Environmental Literacy</i> <i>CA EEI</i> and review the <i>CA Education and Environment Initiative</i></p> <p><b>Reading Summary 6 Due</b> What are the main principles set forth in the blueprint for environmental literacy? How is the blueprint organized? What does it do well? What do you think is lacking?</p>	<p>CA Environmental Literacy and Next Generation Science Standards Guest Speaker: Dr. Corin Slown, College of Science</p> <p>Also watch NAAEE webinar on environmental literacy</p> <p>Complete reflection for participation grade</p>
<p><b>9</b> 10.24</p>	<p>Read Bronwyn Hayward, "Ecology and Democracy as if Children Mattered." Review NGSS Selections</p> <p><b>Reading Summary 7 Due</b> What are the principles that Hayward puts forth in <i>Ecology and Democracy</i> chapter? What are some of the key concepts of the NGSS standards? Compare and contrast the two.</p>	<p>NGSS, Environmental Science, and Youth Action/Agency</p> <p>Watch <i>Inventing Tomorrow</i></p> <p>Assignment Issued: Lesson Plans</p> <p>Prep for Chartwell</p>
<p><b>10</b> 10.31</p>	<p>Read Chapters 15 (Sustainable Campuses) and 27 (Green Infrastructure) in UEER; Read IDEO Green Schools</p> <p>Review Photovoice methods reading as preparation for field trip (not part of reading summary)</p> <p><b>Reading Summary 8 Due</b> What are ways to engage students in using the city and the school campus as a learning laboratory? In what ways are students involved in designing or learning from green schools? How can green infrastructure be used to facilitate learning <i>and</i> more sustainable places?</p>	<p>Field trip to Chartwell</p>
<p><b>11</b> 11.7</p>	<p>Read Chapter 8 (Climate Change Education) and 29 (Participatory Urban Planning) from UEER Chapter 21: "Children as Change Agents in Reducing Risks of Disasters" from <i>Environmental Education in Times of Crisis</i></p> <p><b>Reading Summary 9 Due</b> What are approaches to understanding climate and resilience in the classroom? How are they responsive to different cultures and environmental justice? How do they engage students</p>	<p>Lecture and Discussion: Teaching Climate Change, Resilience, and Action</p> <p>Zoom conference: Greenpeace Mexico: youth and air pollution</p> <p>Lesson Planning in class workshop and discussion</p>

<b>12</b> 11.14	Read Chapters 2 (Sustainable Cities), 16 (Early Childhood Education), and 30 (Educational Trends) from UEER  <b>Reading Summary 10 Due</b> What are the approaches and purposes described in the three readings? Which of these do you see as aligning most closely with the Hall District/Carneros Creek outdoor classroom work? Are there methods or ideas from the readings that could improve education at Carneros Creek?	Field trip to Hall District Elementary School and Carneros Creek
<b>13</b> 11.21	Read Chapter 10 from <i>Placemaking with Children and Youth</i>  <b>Summative Reflection Due</b>	Lecture: Evaluation
<b>14</b> 11.28	Fall Break: No Class	
<b>15</b> 12.5	<b>Project Presentations</b>	Anonymous Course/Instructor Evaluation
<b>16</b> 12.12	<b>Project Presentations continued</b> <b>Final Lesson Plan/Evaluative Essay Due</b>	Plus/Delta Course Evaluation – Group
<b>17</b> 12.19		Field trip to Elkhorn Slough OPTIONAL, EXTRA CREDIT

## University Services and Policies

CSUMB has a variety of programs designed to help students thrive in college and graduate in a timely manner. If you have the desire to get more out of your CSUMB course and community work, increase your foundational academic skills, and graduate on time, please take advantage of these programs. Many students avoid these programs because they view seeking such help as a sign of weakness. However, in reality, many motivated and successful students take advantage of these services. If you are thinking of these services as an indicator of weakness, try thinking about them as openness to learning and growing.

1. **Enrollment and Registration Policy.** The purpose of this policy is to provide students with the information they need to pro-actively manage and assess their academic career at California State University, Monterey Bay (CSUMB). This policy includes information about adding and dropping courses as well as other information related to enrollment and registration. Please go to: <https://csumb.edu/policy/enrollment-and-registration-policy>
2. **Absences:** Excused absences are for death, illness documented with a doctor's note, or other extreme events. Communicate with me via email if you will miss a class *for any reason*, or if other extenuating circumstances are interfering with your attendance and/or performance.
3. **Academic Integrity.** Academic integrity is of central importance to an education at CSUMB. The core of this integrity resides in the scholastic honesty of the CSUMB community and, therefore, is the responsibility of all students and faculty to uphold and maintain. Forms of academic dishonesty include cheating, fabrication, plagiarism, and collusion in any of these activities. Students discovered to have engaged in academic dishonesty will be sanctioned. For more information regarding the Academic Integrity Policy, please go to: <http://policy.csumb.edu/site/x20830.xml>
4. **Students with Disabilities.** Students with disabilities who require accommodations such as time extensions or alternate media format must present verification from Student Disability Resources as soon as possible. **Please schedule an appointment to discuss your specific needs with me.** If you think a disability may impact your performance in this class, please meet with SDR professional staff in the Health and Counseling Centers Building (#80) or call 582-3672.  
Email: [StudentDisabilityResources@csumb.edu](mailto:StudentDisabilityResources@csumb.edu)  
Phone: (831) 582-3672 voice, or 582-4024 fax/TTY  
Website: <http://sdr.csumb.edu/>
5. **Learning environment** – Students and faculty each have responsibility for maintaining an appropriate learning environment. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal

name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

6. **Communication.** CSUMB policy establishes email as the primary and official means of communication from California State University, Monterey Bay to students. This includes faculty communication to students and will be used for communication in this course. Students are therefore expected to check their email on a frequent basis.
7. **Center for Student Success (CSS).** CSUMB works to make sure that all students are succeeding in their courses. To ensure that this takes place, if you are falling behind or are missing classes, I strongly encourage you to schedule an appointment with the Center for Student Success to create an Academic Success Plan and get back on track. The CSS offers services such as one-on-one support, peer mentoring, and study skills workshops. CSS is located in the Library, 2<sup>nd</sup> Floor, Suite 2163. Phone: (831) 582-3165.
8. **Cooperative Learning Center (CLC).** CLC is a campus-wide tutoring program that is free and open to all students. CLC seeks to provide high-quality learning assistance in computer technology, math, science, writing, languages, and study strategies aimed at enhancing learning needs at all ability levels. CLC works with students to expand their knowledge and abilities by empowering them to become independent learners. CLC tutors, staff, and faculty work together to design and offer effective collaborative, and active learning experiences. We provide tutors with the opportunity to develop teaching, leadership, and communication skills. CLC is located in the Library, 2<sup>nd</sup> Floor. Phone: (831) 582-4104.
9. **Personal Growth and Counseling Center.** The Personal Growth and Counseling Center promotes mental health of CSUMB to help you achieve student success. If you are struggling with personal issues that are interfering with your school, work, or life, please stop by the center (and please also communicate with me if you are having trouble meeting course requirements due to personal issues!) [Counseling\\_center@csumb.edu](mailto:Counseling_center@csumb.edu) or (831) 582-3969 or Health and Wellness Services Building (Building 80).  
[Personal Growth and Counseling Center Online Screening Program](#)  
[Personal Growth and Counseling Center Homepage](#)
10. **Collection of Student Work.** CSUMB is committed to providing excellent and innovative curricula and educational opportunities to its students. To help us maintain quality academic offerings and to conform to institutional and professional accreditation requirements, the University and its programs regularly examine the effectiveness of the curricula, teaching, services, and programs the University provides. As CSUMB sees appropriate, it may obtain, assess, and retain samples of student work from representative courses. This work might include papers, exams, creative works, recordings of oral presentations, or portfolios developed and submitted in courses or to satisfy the

requirements for degree programs as well as surveys, focus group information, and reflective exercises. Instructor and student names will not appear in any assessment results and assessment results will have no impact on student grades, instructor evaluations, or instructor employment.